

BELIEFS OF ENGLISH TEACHERS IN USING ROLE PLAY TECHNIQUE IN CLASS ROOM

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

**Submitted by
Siddha Raj Bhatta**

**Central Department of Education
University Campus
Tribhuvan University
Kirtipur, Kathmandu
2014**

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2071/04/07

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Siddha Raj Bhatta** has prepared this thesis entitled **Beliefs of English Teachers in Using Role Play Technique in Class Room** under my guidance and supervision.

I recommend the thesis for acceptance.

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DEDICATION

Dedicated

to

my parents who have devoted their entire life to uplift and enlighten my life.

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I am deeply indebted and owe a great debt of gratitude to my Guru, thesis supervisor **Mr. Raj Narayan Yadav**, Reader of English Education, who provided me with continuous motivation, guidance, inspiration, encouragement and constructive suggestions from the very beginning to the completion of this study. I take this work as a result of my hard work fostered by his encouragement and suggestion. I feel myself very lucky and proud to have an opportunity of working under the direct guidance of **Mr. Raj Narayan Yadav**. So, the depth of feelings of gratitude always goes beyond the expressive power of my words for him.

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Siddha Raj Bhatta

ABSTRACT

The present study entitled “Beliefs of English Teachers in Using Role Play on classroom” is an attempt to identify and find out the beliefs of English teachers in using role play technique in their classes and suggest some pedagogical implications. In order to collect the data, the primary and secondary sources were used. Forty English teachers teaching at secondary level in Kathmandu Valley were involved as informants in this study. The main tool for data collection was the questionnaire. The participants were requested to respond to the questionnaire. The raw data obtained from them were analyzed and interpreted descriptively using simple statistical tools. It was found that the teachers believed role play as an appropriate technique for secondary level. According to the number of teachers, it is an appropriate and important technique because the exercises like providing direction, matching, classifying, solving problems, story, drama, information change activities etc require role play technique to be practiced. Moreover, it is found that it is an appropriate technique to deal with crowded class where it is very difficult for a teacher to make personal contact in the class.

The whole thesis is divided into five chapters: Chapter one deals with the background of the study, statement of the problem, rational of the study, objectives of the study, significance and delimitations of the study. Second chapter deals with the review of the related literature and conceptual framework. Chapter three includes the vital elements of the research study, i.e. methodology which was adopted to conduct the whole study and described in detail. It contains the design of the study, sources of the data, sample size, tools for data collection, data collection procedure and of analysis and interpretation. In chapter four, analysis and interpretation of the collected data was done. The collected data were presented in the table, described, analyzed and interpreted descriptively in this chapter. The last chapter presents the main findings of the study on the basis of the analysis and interpretation done in the chapter four. On the basis of the findings of the study some implication of the study are mention in the second part of the chapter five.

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CHAPTER - ONE

INTRODUCTION

This Study entitled "Beliefs of English Teachers In Using Role Play Technique in Classroom" is a survey research which deals with teachers' view point towards the use of role play technique in English language classroom. This section consists of the general background, review of related literature, objectives of the study and significance of the study.

1.1 General Background

Among the various language in the world, English is the most important link language. It has played vital role in international communication. This age is the age of innovation in methods and techniques in language teaching. English language has been accepted as the lingua- franca in the modern world.

Traditionally teaching has been described in terms of what teachers do i.e. in terms of the action and behaviours on the learners. Beliefs are important concepts in understanding teachers' thought processes, instructional practices, and thinking perspective at teaching and learning.

English Language teaching has become the world wide issue in the present time, so that teaching English means teaching different levels, aspects and skills of the English language. Traditionally teachers were taken as the key source of knowledge and believed that who can deliver the every types of knowledge and the students were taken as the Blank sheet of paper where teacher could fill up any thing what he (teacher) wanted, students did not have any chance to interact with each other. The teacher did not use learner centered techniques such as: discovery, dramatization, individual work, group work, role play and role play while teaching English.

However, in the field of English language teaching (ELT) over the last few decades a gradual but significant change has taken place. As a result, less

emphasis is given on teachers and great emphasis is given on learners and learning. Accepting new ways of teaching methods and techniques in language teaching requires a fundamental change in beliefs from teachers about how language are learned. In language learning beliefs and attitudes are shaped not only by the educational environment but also by social values as well as of the language learner. Language teachers use many different kinds of approaches to teach depending upon their assumptions and beliefs about how students learn and on the kind of methodology that they believe best support this learning process.

1.2 Statement of the Problem

A problem statement is a clear description of the issues, it includes the question which the researcher hopes to answer. The problem statement should hook the readers and establish persuasive context of what follows. It is concised description of issues that need to be addressed by the researcher. And its primary purpose is to consolidate the attention of the researcher. So, a research worthy problem statement is the description of an active challenge faced by the researcher that does not have adequate solutions available.

It provides the context for the research study and typically generates questions which the researcher hopes to answer. Teaching techniques are important to make teaching learning process effective. If teachers are positive towards teacher centered technique they use suitable technique for their teaching and they can improve the ability of the students teaching technique are great issues in the field of ELT. Findings of the different new technique are surely helpful to effective teaching. All the language skills can not develop by using single technique. Different techniques would be helpful for different skills.

1.3 Rationale of the Study

Teaching is a complex process which can be conceptualized of different ways. Traditionally, language teaching has been described in terms of what teachers

do, i.e. the actions and behaviour which teachers carryout in the classroom and effects of these actions and behaviours which teachers carryout in the classroom and effects of these actions and behaviours on the learners what ever could be the kind of a class a teacher he or she has to accomplish the following kinds of tasks.

- ◆ The teacher has to select learning activities.
- ◆ S/he has to prepare students for a new learning.
- ◆ S/he has to present the activities.
- ◆ S/he has to conduct the varies activities.
- ◆ S/he has to check students understanding.

It is necessary to examine the beliefs and thinking process which underline teacher classroom actions to understand how teachers deals with these dimensions of teaching. This view of teaching involves a cognitive an affective and a behavioural dimensions. It is based on the assumption that what teachers do in the classroom is a reflection of what they know and believe.

Role play is a form of simulation in which students adopt certain role as parts. Role play is very important in communicative approach because it gives students ample practice .Role play introduces concepts that are important in professional practice such as understanding how language is developed and produced. In particular, the use of language is developed and produced. In particular the use of language constructs knowledge logic and prominence of voice. Students learn to communicate knowledge in a meaningful and persuasive manner. Role play is a vehicle in communicative approach to language teaching in the classroom activities.

The study of teacher beliefs has received much attention in recent years, occasioned by a growing interest in reflective teaching. Beliefs are important concepts in understanding teachers through processes, instructional practices, and change and learning to teach. Teacher beliefs can be represented as a set of conceptual representations which store general knowledge of objects, people

and events and their characteristics relationships. A substantial body of research suggested that both the professional development of teachers and their classroom practices are influenced by educational beliefs.

Many student have been carried out in beliefs of English teachers, but no work is done on the beliefs of English teachers in using role play technique in classroom. So, it is necessary to find out what is the teachers beliefs in using role play technique in the classroom.

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To find out the beliefs of English teachers on using role play technique in their language classes.
2. To find out the situation, in which the English teacher use role play techniques.
3. To suggest some pedagogical implication on using role play technique in ELT.

1.5 Research Questions

This research study was conducted to seek the answers of the following research questions:

1. What are the beliefs of English teachers on using role play technique in their language classes?
2. What is the role of role play technique in developing communicative competence in the learners.
3. In which situation do the English teacher use role play technique.

1.6 Significance of the Study

This study is conducted aiming to explore the teacher belief in using role play technique. It will provide information about organizing and conducting the role play techniques in English language classroom. It adds a brick in the field of teacher development and ELT which help the language teachers to make their classes in erective and co-operative. This study is expected to be significant to all those who are directly and indirectly involved in language teaching learning activities and more particularly to the teachers, students, syllabus designers, educationists, textbook writers, supervisors and other interested researchers as well.

1.7 Delimitations of the Study

- The study was limited to only 40 English language teachers of 25 secondary schools of Kathmandu valley.
- It was limited to the beliefs of English Teacher's in using role play technique in ELT classes.
- I was limited to the questionnaire only as a tool to elicit the data.

1.8 Operational Definitions of Key Terms

- (a) **Belief:** Perception of teachers regarding the using role play technique in the classroom.
- (b) **Role Play:** Role play is a teaching technique where students take the roles of different characters in the classroom.

CHAPTER - TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review and conceptual framework are two essential aspects of any research study. This chapter consists of review of related literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Literature

Research is controlled, rigorous, systematic, empirical valid and critical study of certain situation or phenomenon. To carryout an investigation the research locates an issue or some unanswered questions in the existing body of knowledge for which through study of existing literature is required. It provides a theoretical background to the study.

2.1.1 Beliefs: A Brief Introduction

Belief is the trust or faith on something or somebody that someone holds. The actions of any individual are the reflection of his or her beliefs and knowledge. Teaching can be described as the behaviour of the teachers and students. Therefore, the beliefs and thinking processes of teachers underline the classroom activities. If we see the dictionary meaning of the word 'belief' it is given as 'Belief is a feeling of certainty that something exists, is true, or is a good.'

People use the word belief in a variety of ways. Beliefs not only affect how people behave but what they perceive in their environment. Contrary to the popular saying 'seeing is behaving' it is more likely that believing is true they perceive information supporting that belief. Beliefs alter expectations. People perceive what they expect to perceive.

According to Hodges (2008, p.15) "Belief is a moral act for which the believer is to be held responsible".

Payares (1992, p. 302) also says,

Defining belief is at best a game of player choice. They travel in disguise and often underlies-attitudes, values. Judgments, axioms, opinions, ideology, perception, dispositions, implicit theories, explicit theories, explicit theories, rule of practices practical principals, repertoires of understanding and social strategy to name but a few that found in the literature.

To sum up, a belief refers to perception or attitude towards a particular thing or object. It is also the conceptual system attitudes, ideologies and personal theories of understanding. These things have formed impressions about themselves, their abilities and about the nature of knowledge, how learning takes place. So the teachers also have their own belief towards teaching learning language and learners.

2.1.1.1 Teachers' Beliefs

Teaching can be described in terms of the behaviour of the teachers and learners. Beliefs are important concept in understanding teachers thought processes, instructional practices change and learning to teach. Teachers' beliefs can be represented as a set of conceptual representations which store general knowledge of objects people events and their characteristic relationship. Teacher beliefs are related to student learning through some sequences of events mediated by the teacher that happen in the classroom. Teaching is a personal activity. Individual teachers bring to teach very different beliefs and assumptions about what constitutes effective teaching.

Teachers' beliefs and educational research can be concluded that teachers' beliefs had a greater influence then teachers' knowledge on the way they planned their lessons, on the kind of decisions they made and on their general

classroom practice. In this regard, Payres (1992, p.8) says, The term teacher's belief refers to teacher's pedagogic beliefs, or those beliefs of relevance to an individual teaching, learning and learners, subject matter and the role of teachers. Teacher's actions are the reflections of their knowledge and beliefs.

Regarding teacher's belief system Hakes and Olson (1984, as cited in Richards and Lockhart 2010, p.29) write:

Looking from a teacher thinking perspective at teaching and learning.

One is not so much striking for the disclosure of the effective teacher but for the explanation and understanding of teaching process as they are.

After all it is the teachers subjective school related knowledge which determines for the most part what happen in the classroom whether the teacher can articulate his/her knowledge or not. Instead of reducing the complexities of teacher learning situations into a few manageable lesson activities, are tries to find out how teacher cope with these complexities.

Teacher beliefs bring new goals, attitudes and decisions in teaching. That influence their teaching experiences and facilitate the learners to alter their beliefs. It is important for teachers to become aware of their own and their learners beliefs during teaching and learning processes. It can be argued that without sensitizing teachers to their own beliefs there is no change in teaching and learning process. So, teachers beliefs play a central role in the process of teacher development as well.

2.1.1.2 Teachers' Beliefs and Professional Development

The study of teacher beliefs has received much attention in recent year Occupied by a growing interest in reflective teaching. Though this types of study is refreshing in that it breaks from the behaviour is a process of product work. The practical implications of study of teacher beliefs may not be

obvious. There are likely concoctions between a better understanding of teacher beliefs and the design of quality programs of teacher education.

Profession

Profession is a kind of occupation which can only be practiced after long and rigorous academic study. Actually it is difficult task to decide which occupation should be called profession and which should not be in Wallace's (2010, p. 56) view:

any occupation aspiring to the little of professional claims at least some of these qualities: a basis of scientific knowledge a period of rigorous study which is formally assessed, as sense of public service; high standards of professional conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstrably competent manner.

To sum up profession conveys expertise education and requires considerable training and specialized study. Teaching as not taken as a profession in the previous time. But in the present time scope of teaching has been changed and it is taken as the profession. A professional teacher is equipped with the detailed knowledge about the subject matter, command and expertise in modern teaching system. Those teachers are professional who have long rigorous teaching experience deep knowledge about subject matter, sense of public service and devotion to learn. professionalism describes the type of behaviour that should be the standard for a profession.

Development generally refer to general growth not focused on a specific job. It serves long term goals and seeks facilitate growth of teachers understanding of teaching and of themselves as teachers. Teachers' development often involve documenting different kind of teaching practices: reflective analysis, beliefs

values, and principles conversation with peers on core issue and collaborating with peers on classroom projects. However some other key point for professional development subject matter knowledge, pedagogical grammar composition theory different language programmers are helpful to professional development.

Teachers professional development activities engaged by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of the children with a view to improve the quality of the teaching and learning process.

2.1.1.3 Characteristics of Teachers' Beliefs

A belief is mental state which has as its content a professional that is accepted as true by the individual holding it. Belief is the conceptual system of attitudes, values, ideologies and personal theories of understanding .A teacher brings various different list and assumptions about what constitutes effective teaching Richardson (1996, p. 2) discusses the features of teachers belief as follows:

- i) They are powerfully influenced (positively or negatively)by teachers own experiences.
- ii) They act as a filter through which teachers interpret new information and experience.
- iii) They can exert a persistent long term influence on teachers' instructional practices.
- iv) They have a powerful effect on teachers' pedagogical decisions,
- v) They are at the same time, not always reflected in what teachers do in the classroom.
- vi) They strongly influence what and how teachers learn during language teacher education.
- vii) They can deep-rooted and resistant to change.

After analyzing the above mentioned characteristics of teachers' beliefs we can summarize that they have strong influence on the instructional practices of the teachers. Depending upon those beliefs the teachers often adopt pedagogical decisions. These beliefs leave long lasting effects in the mind of the teachers which cannot be altered easily.

These beliefs function as filter with the help of which the teachers perceive and interpret new information encountered by them. The teachers' beliefs do not reveal in the behavior of the teacher.

2.1.1.4 Sources of Teachers' Beliefs

Research on teachers' belief system suggests that they are derived from number of sources. According to Kindsvalter, Willen and Inghal (1988, pp.25-29 as cited in Richards and Lockhard) the sources of teacher beliefs are as follows:

1. Their own experiences as language learners

All teachers were once students, they consciously or unconsciously form their beliefs about teaching on the basis of how they themselves were taught. And their beliefs about teaching are often reflections of how they themselves were taught.

2. Experience of what works best

Teacher beliefs about teaching on the basis of their experience while teaching. For most of beliefs about teaching. A teacher may have found that some teaching strategies work well and some do not

3. Established practices

In an institution, a school, or a school district certain teaching styles, methods, approach is dominant that is established through practice in the learning environment.

4. Personality factors

Personality is trait of an individual teacher which refers to his /her preferences of teaching a particular content area. It plays an unique role to construct beliefs about teaching and learning. Personal factor individual characteristics and behaviors.

5. Personal life experiences

Teachers have their own personal life experiences and they try to apply it in the classroom.

6. Educational based research based principle

Teachers may draw on their understanding of a learning principle in the psychology, SLA or education and try to apply in the classroom.

7. Principles derived from an approach or method

Teachers may believe in the effectiveness of a particular approach or method of teaching and try to implement it in the classroom.

2.1.1.5 .Categories of Teachers' Beliefs

The term category refers to class or division of something. Here, categories of teacher's perceptions towards factors which are related to teaching English language. Regarding this Richards and Lockhart (2010, p.32-40) suggest five categories of the teachers' beliefs which are summarized in the following way:

i) Beliefs About English

English language is different from different people-people. Some people say English language is for speaking world. Some other believe that English means literature. Some view opines that it is a means of getting job and earning money. These variety of notions influence the style of teaching English. The English language has established itself as the most influential global language

of communication in different countries in the world. In the world there are different varieties of English as British American, Scottish and Australian

Richards and Lockhart (ibid) says:

Although teacher's beliefs about English may sometimes represent stereotypical impression, these beliefs do never these less express realities which may influence classroom practices. In the study of the beliefs of English language was Chinese felt that English has more grammar rules than Chinese, although they did not foster English has a larger vocabulary or was more flexible in terms of communication.(p.32)

ii) Beliefs about Learners

Some teachers believe that learners are blank pot and their mind is empty and filled with knowledge teacher provide . Some teachers believes that learners are independent , self-directed and responsible for their own learning . Meighan and Meighan (1997 cited in Williams and Burden, 2001 p.34) suggest that there are at least seven different views teachers holds about their classroom practice. The teachers may hold any one or a combination of there beliefs:

- (a) Resisters (learners are seen as recalcitrant individuals who do not wish to learn)
- (b) Learners as recaptures (this view is sometimes referred to as the 'jugs and mugs theory' in which the teacher is seen as having a large jug of knowledge which is poured into the learners mugs and learners are seen as receptacles to be filled with knowledge)
- (c) Learners as raw material: Learners are the raw material and teachers play the role of sculpture, who shape learners' needs.

- (d) Learners as client: This view focused on the identification of educational need.
- (e) Learners as individual explorers: This view is found in language teaching based on input and acquisition
- (f) Learners as democratic explorers

iii) Beliefs About Teaching

Some teachers believe that class atmosphere is very essential for teaching and there is the need to create a fun motivating non-treating and severe learning and environment .Some teacher believe that effective teaching means setting clear objectives and developing good lesson plans in order to determine instruction. Priorities some believe that there should be a move away from a teacher - centered to more learner -centered teaching methodology

iv) Beliefs about program and the curriculum

The way the curricular contents are implemented depends on teachers beliefs- Teachers don't have much understanding of the overall philosophy of the program .

Butter and Beartlet (1986, as cited in Richards and Lockhart 2010,p.381) present Australian migrant education program has the following beliefs about the curriculum:

- (a) Decentralized curriculum planning
- (b) A need based curriculum
- (c) A range of teaching methodologies
- (d) Learners based classroom
- (e) Autonomous learning
- (f) Authentic materials

From the above discussion, we come to conclusion that the Australian migrant Education, programme focuses on some certain philosophy and institutional culture to address the learners need and autonomy.

v) Beliefs about language teaching as profession

There is increasing concern of professionalism in the world. It is also prevalent in the field of language teaching so language teaching organization . New teacher organization have been established in different parts of the world. These organizations organize seminars, conferences and shares the challenges and innovation in the field of language teaching Richards and Lockhart (2010, p.40) say, "The degree to which individual teachers have a sense of professionalism about their work depends upon their own working conditions their personal goals and attitudes and the career in their community."

Some teachers have a distinct view of their profession as career with the goals and career opportunities other may not have such clearly established perceptions of their roles in teaching.

2.1.2 Techniques of Language Teaching

While the term 'approach' is used to refer to theories and assumptions about the nature as language and language learning and the term 'method' is used to refer to the practical realization of the approach. the term technique is used to refer to the activities which are used in the classroom in order to achieve the immediate goals teaching and learning as guided by given method and approach . The techniques are implementational and these are the specific procedures used into the classroom that are chosen and designed according to the assumption or approaches they are based on.

A technique is a particular trick , stratagem or contrivance used to accomplish as immediate objective. Techniques must be consistent with method and therefore harmony with an approach.

Thus a technique is actually applied in the classroom. The appropriate selection of techniques is determined on the basis of the subject matter, teacher's experiences, teachers' beliefs, composition of the class, availability of the teaching materials and so on.

2.1.2.1 Classification of Teaching Techniques

A systematic classification of teaching techniques requires the nature of roles that the students and teachers play during the teaching and learning of the target language. On the basis of the roles they play in the classroom the teaching techniques are divided into the following two headings:

- a) Teacher centered techniques
- b) Student centered techniques

i) Teacher centered techniques

Teacher centered techniques require teachers to adopt pedagogical strategies that are used for clarifying the matters, expanding the contents, motivating the learners, and consciousness raising. The teachers are remarkably active to deliver the contents through explanation and illustration. Students' interests and activities are given less importance than the subject matter and educational requirements. This technique focuses on product rather than process. The teacher centered techniques include:

- lecture
- demonstration
- explanation
- illustration

ii) Learner centered techniques.

Learner centered techniques keep the roles of learners at the center of teaching and learning activities. They emphasize the learner autonomy in learning the target language. The students get sufficient opportunities to work, and process the target language features.

Student centered techniques come into existence as a reaction against 'linguist' model of teaching which is teacher centered technique. In this regard, Nunan (1992, p.21) says.

The relative inflexibility of centralized curricula and a change in educational thinking which paid more attention to the learner and led the school based curriculum development movement. They newly developed curricula were more focused on catering the needs of the learners and the learner centered movement in ESL/EFL ultimately led the birth of learner-centered teaching technique.

Teachers centered technique includes:

- role play
- group work
- task performance
- project work
- language work
- discovery technique

Thus, there are many learner centered teaching techniques used in teaching learning activities our main concern is only role play technique in our research work.

2.1.3 Role play as a Teaching Technique

Meaning of role play, in its literal sense, is an act of imitating the character or behavior some one who is different from yourself "Role playing as a teaching technique where student take the roles of different participants in a situations and act out what might typically happen in that situation (Richards, Platt & R. Platt 1985, p.19). Role play is a form of simulation in which students adopt certain role or parts. In simulations sometimes students can be asked to play a

role which could be then role played. Role should be improvised; students decided exactly their parts in a role play. It is very important in communicative approach because it gives students ample practice. Role play introduces concepts that are important in professional practice such as understanding how language is developed and produced. In particular, the use of language is developed and produced. In particular the use of language constructs knowledge logic and prominence of voice . Students learn to communicate knowledge in a meaningful and persuasive manner. It is very important in communicative approach because it gives students ample practice. Role play is as a vehicle in a communicative approach to language teaching in the class activities. In role play students learn through active involvement and therefore acquire personal experiences on this experience.

There are different forms of role play very structured and less structured . In very structured the teacher tells the students who they are and what they should say. In the less structure the teacher tells the student what the situation is and what they should say. Role play technique is used to put student into realistic communicative situation. The purpose is to sharpen their listening comprehension skills. It brings the students in contact with the new language and discovers areas where the need additional practices.

Role play is the technique of language teaching. Ladausse (1991, p. 5) says, "When students assume a 'role' they play a part (either their own or somebody else's) in a specific situation. 'play' means that the role is taken on in a safe environment in which students are as inventive and playful as possible."

Role playing as a technique derived from socio-drama that may be used to help students understanding the more subtitle aspects of literature, social studies, and even more interested and involved not only learning to integrate the knowledge in action by addressing problems exploring alternatives and seeking novel and creative solutions. Role playing is the best way to develop the skills of initiation, communication, problem solving self awareness and

working co-operatively. Role playing is the best way to develop the skills of initiation, communication, problem solving. Self awareness, and working cooperatively.

The role playing approach can be used in a variety of settings, including the classroom. The principle behind role playing is that the student assumes a particular personality of a different person, such as historical character. According to Johnson (1982, p.172), "Students 'must accept the duties and responsibilities of their roles and function, and do the best they can in the situation in which they find themselves". One possible use of role playing might be to introduce a topic using the students' background knowledge (schema) to introduce and interest them in a new unit of study. But probably more often, role playing is used as a strategy in which it is used as a strategy in which students use their background knowledge in addition to acquiring new information about the character in order to better play the role (Johnson, 1982, p.172).

2.1.3.1 Steps in Using Role Play Work:

According to Bartle there are three stages of a standard role play session; (Retrieved from <http://www.sen.org/cmp>)

1. The setup
2. The play
3. The follow up

1. Setting up the play

In the set up stage, facilitator sets the stage. This means describing the scenario and assigning roles to participants. If a participant plays a particular role in reality, in the field situation, it would be more effective to give a different role to that participant during the role play session. An optional part of the set up stage is to give some time for the key role players to get together to map out the

general plot of their play. Another opinion is to put together a single page description of the scenario to be worked out by the players.

2. The Play Stage

The play stage, which is the second stage role. In this session the learners act out their roles and the play is carried out. If the players becomes to long, then the facilitator can give the actors a time warning of one or two minutes and then and then play after that.

3. The Follow - up

The third stage is the follow up. This is important and cannot be omitted. It is important for all the learners to discuss what happened. They may question individual role players, to ask why they took a particular position, made a certain statement or under took on action. The explanation and the resulting discussion are important for the participants to obtain a greater understanding of the social dynamics related to a particular situation.

2.1.3.2 Advantage of Role play Technique

Some of the educational advantages from using role play in teaching include the following: (Retrieved from [http://www.economics.ltsn.ac.uk/advice/role play](http://www.economics.ltsn.ac.uk/advice/role-play))

- a) It encourages individuals, while in role, to reflect up on their knowledge of a subject. As such role play is an excellent teaching method for reviewing material of the end of a course of a study.
- b) Individuals are required to use appropriate concepts and arguments as defined by their role. As role change, so might relevant concepts and arguments. Students may come, as a consequence, to appropriate more fully the relevance of diverse opinion.

- c) It is an effective technique for decreasing the shyness in the students. It should be used by all the teachers.
- d) It helps the students to improve interpersonal skills as well as speaking skills.
 - It delivers complex concepts in a simple manner.
 - Experiential learning is more powerful than instructions.
- e) It gives life and immediacy to academic material that can be largely descriptive and/ or theoretical.
- f) It is a dynamic and highly engaging skill that can boost confidence and increase behavioral change; tools which are vital for any work force.
- g) It encourages critical thinking, for e.g. analysis and problem solving skills.
- h) It creates fun environment for learning speaking.
- i) It can maximally minimize the boring situations.
- j) It can also be used where the possibility of recall of past experience is likely to be an even among learners.

Role play is an activity which can be used to make the students use language and there by develop spoken skills. It can offer enjoyment and also a mental escape from the classroom. It can control conversation of speaking. In this activity, participants are given a situation plus problem or task along with individual roles which can be written out on cards. The students can play the role of a shopkeeper and customer, police and criminal etc. The role play provides opportunities to practice skills.

Role play is a fluency based activity that encourage learners to develop their confidence, in which they practice and develop language functions, as well as use of grammar and pronunciation.

2.1.3.3 Disadvantages of Role Play Technique

Role play has many strengths then the weaknesses but sometimes it is difficult to apply in the every setting so that it has some weakness which are described as follows:

- a) Participants may be too shy and reluctant can threatening to some extent.
- b) It can become 'too much fun' and disrupt the task.
- c) Participants can get too involved and loose actively.
- d) Participants can overact and show off the observers may not observe well or taken notes.
- e) The observers may take 'sides' based on their reconections.

Many researches have already carried out their research on the use of different tools and techniques used in English language teaching I have reviewed here some research works under the Department of English Education, T.U. which are somehow related to my study:

Parajuli (2008) conducted a research on "Teachers' Beliefs on Visual Aids" to find out the teachers belief on visual aids in teaching English at primary level of Palpa district and the population of his study was 60 primary level English teachers. Questionnaire was the major tool for data collection in his study. The conclusion of this study was that the teachers favoured the benefits of using visual aids in teaching English. One of these benefits they have shown positive benefits towards visual aids. Most of the teachers opined that visual aids develop creativity of the students.

Khanal (2008) conducted research on "Attitudes of Higher Secondary Teachers Towards the Use of Computer and the Internet." This study was carried out to study the attitudes of higher secondary English language teachers of Kathmandu valley and their perception on the basis of their personal characteristics, relative computer and internal advantages, cultural perception,

computer competence and the availability of computer and the internet. He concluded his study with the findings that majority of teachers had positive attitudes towards the computer and internet.

Mahato (2010) conducted research on "Effectiveness of Role Playing Technique for Developing Communicative Functions". He aimed at finding the effectiveness of using role play technique in teaching communicative functions. This tools of data collection questionnaire. He concluded his work stating that using role play techniques language functions can be taught effectively.

Although a number of studies have been made in order to find out the effectiveness of different techniques like group work, role play, project work, lecture technique etc. there are many challenges like large classroom, lack of teacher training to implement role play work effectively. But non of the studies deals with the teachers' beliefs on using role play technique in teaching English. Therefore I carried out this study to explore teachers' beliefs on using role play technique in English language classes.

2.2 Theoretical Framework

The communicative approach is based on the theory of language as a tool of communication. language is generally defined as a means of communication. No structures of language can be used as a means of communication unless it serves certain functions in the society. So the assumption behind communicative approach is language use rather than usage. When we use language for communication we must have knowledge of the linguistic forms of language we use and also a knowledge of when, how, and to whom it is appropriate to use the forms. That it is the users of a language, to make communication effective, we require the knowledge of the social meaning of the linguistic forms and functions.

According to Richards and Rodgers (2009, p. 161), communicative view of language has following characteristics.

-) Language is a system for the expression of meaning.
-) The primary function of language is to allow interaction and communication.
-) The structure of language reflects its functional and communicative uses.
-) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

If the users of a language have only the knowledge of language rules and forms, then they are said to have linguistic competence. And if they have the knowledge that enables them to communicate functionally and interactively then they are said to have communicative competence.

Language learning in the communicative approach is to learn language for communicative purpose. Learning language for the communicative purpose underlies different principles. Johnson (1982) provide following principles related to learning language for communication.

-) The communication principle: Activities that involve real communication promote learning.
-) The task principle: Activities in which language is used for carrying out meaningful tasks promote learning.
-) The meaningfulness principle: Language that is meaningful to the learner supports the learning process. Language activities are consequently selected according to how well teachers engage the learner in meaningful and authentic language use.

From the above discussions, we can say that role play is the learner centered techniques that provide the learners ample opportunity to practice the real

language. It is the inductive method of language teaching and learning. In the role play teaching technique teacher works as an environment creator.

Communicative approach is the theoretical basis of the role play techniques.

More and more teachers are adhering to the view that mistakes are an integral part of the language learning process, and that an opportunity to make them in a free phase in any lesson ultimately enhances learning, rather than hinders it. Some mistakes do fossilize, but most of them just seem to indicate certain stages in the acquisition of the language. They disappear gradually as the students become competent and confident.

Although you may be conceived of the validity of these recent theories on errors, your students may still worry about the mistakes they make as they carry out a role play. They are likely to question the usefulness of the exercise, or beg you to stay close to them and correct them every time they make a mistake. It is essential to explain to these students that errors will be dealt with, that you are aware of the ones they are making, and that you will not forget about them.

2.3 Implications of the Review for the Study

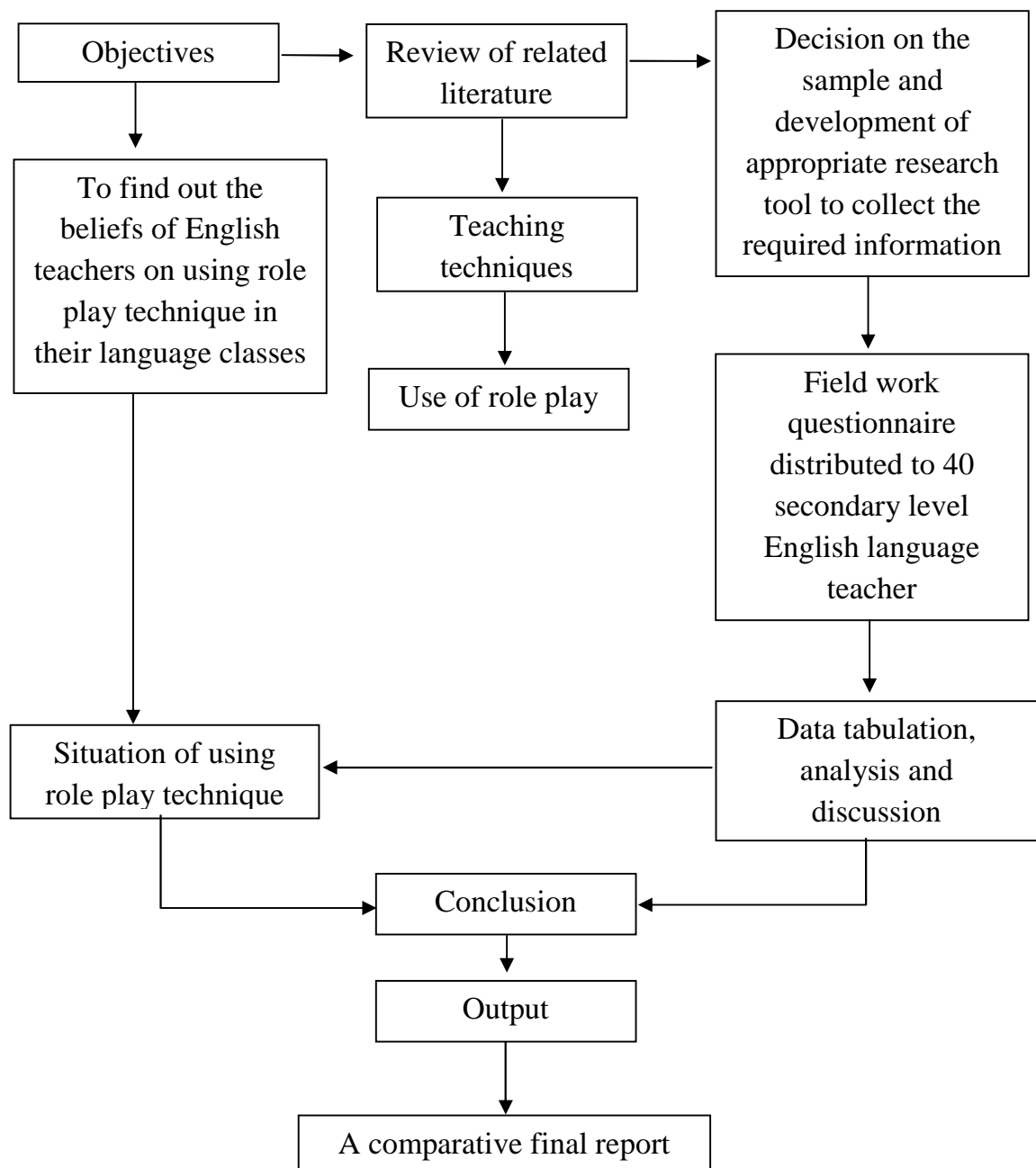
The literature review is an integral part of the entire research process which makes a valuable contribution to almost every operational step. Firstly, it provided a theoretical background to the study and broadened the knowledge base in the research area. Secondly it helped to develop a systematic methodology to solve the research problems as well as to integrate the findings with the existing body of knowledge for the present study, review of the theoretical literature provided a theoretical background and broadened the knowledge base of the researcher in the research area. Similarly, review of the empirical literature helped to develop the conceptual framework and to bring clarity and focus to the research question and it helped to improve the methodology as well as to contextualize the findings.

For the present study review of the related literature helps to understand the subject area better and thus helps researcher to conceptualize research problem

clearly and precisely and to select the best methodology to obtain the answers to the research questions. Similarly, it helped me to know what other researchers have found regarding to the similar questions what theories have been put forward and what gaps exist in the relevant body of knowledge. It also helps me how are the findings different from those of others.

2.4 Conceptual Framework

The conceptual framework sets the stage for presentation of the specific research question that drives the investigation being reported. The logical and sequential framework of my research study was as follows:



CHAPTER - THREE

METHODS AND PROCEDURES OF THE STUDY

Methodology refers the overall plan for conducting a research. The plan formed by the researcher to conduct this research study was described. In this chapter the researcher discussed the design of the study that was followed, study population, the sampling procedure, tools and process of data collection, and mode of data analysis and interpretation.

3.1 Design of the Study

There are various types of research design such as experimental research, quasi experimental research historical research, ethno graphical research action research, survey research narrative inquiry. Among them I followed survey research of the nature of my study demands the same.

Survey research is mostly used in educational investigation in research survey research in educational can be carried out either by group of researchers or by an individual. According to Nunan to obtain a support of conditions attitudes and event at a single point of time. Kerlinger (1978) says "Survey research is kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables" which are then examined to discern pattern of association. Moreover Cohen and Manion (1985, as cited in Nunan, 1993, p. 140), surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigation through to small scale studies carried out by single researcher.

To conclude above mentioned definitions we can conclude that survey research is a type of research which is cross - sectional in nature. Collected data can or information is analyzed descriptively or statistically to get findings. The finding of the study is to find out peoples attitudes and specified behaviour on

certain issues. Phenomenon or situation, and the study certain trends, historical or on going to discover about the fact. It is carried out in a systematic way following certain procedures or steps. According to Nunan (1992, p.14) there are eight steps of survey:

- Step 1: Define objectives
- Step 2: Identify target population
- Step 3: Literature review
- Step 4: Determine sample
- Step 5: Identify survey instruments
- Step 6: Design survey procedures
- Step 7: Identify analytical procedures
- Step 8: Determine reporting procedures

However, every institution or organization has their own research tradition or procedures. The same is the case with the department of English education to conduct the survey research.

This study was an attempt to determine what was the beliefs of English teachers towards using role play technique and in which situation do the English teachers use role play technique in a classroom and what aspects of language can be taught by using role play technique. Whether the English teachers use role play technique in classroom or not. This purpose was achieved by using survey research design. Therefore, I selected the survey research design.

3.2 Population and Sample

Secondary level English language teachers of Kathmandu valley were the population of this proposed study.

The size of the sample was 40 English language teachers of 25 Secondary level schools of Kathmandu valley. It was a suitable size because the purpose of the study was to collect the whole range of information related to the topic.

A bigger size was unnecessary for the nature of the study whereas smaller size could be insufficient.

3.3 Sampling Procedure

The sample size of the study was 40 English language teachers teaching at secondary level schools in Kathmandu valley. I selected 25 schools purposively, i.e. using non - random judgmental sampling procedure.

3.4 Data Collection Tools

There are different tools to collect the research data. I used the questionnaire to obtain the required data of my study. Both the open-ended and closed-ended questions were used as a research tools. Open-ended questions were used to know the belief of English teachers using role-play technique and closed-ended questions to know about their agreement and disagreement of the teachers towards the role play techniques. The rationale behind selecting questionnaire as a research tool was that the potential respondents were scattered over a wide geographical area where other tools were not feasible with limited time and resources. Another important issue was that the socio-economic condition of all the informants may not help them to be available for being interviewed. Therefore, questionnaire was selected as the tool for the data collection.

3.5 Data Collection Procedure

To collect the primary data, I followed the following procedures:

- At first I surveyed the secondary schools in Kathmandu valley depending up on the objective of my study.
- After surveying the schools I sought permission from the authority of my school.
- Then I consulted the related personnel of selected schools of Kathmandu valley.

- After visiting the school I met the secondary level English teachers individually and built rapport to be my respondents and I provided questionnaire to them.
- I tried to collect the questionnaire back after a week from the date of distribution

3.6 Data Analysis and Interpretation Procedure

The collected data was analyzed qualitatively and quantitatively. To be specific it will be analyzed and interpreted descriptively.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with detailed analysis of data from primary sources. The data have been analyzed under the following eight headings-using appropriate statistical tools, tables and figures:

-) Teachers' beliefs
-) Frequency of using role play
-) Ways of forming role play team
-) Skills and aspects best handled
-) Activities best handled
-) Effectiveness of role play
-) Challenges in using role play
-) Merits and demerits of role play

4.1 Teachers' Beliefs

In set 'A' of the questionnaire, the participants were given ten statements and they were asked to express their degree of agreement on each on a scale of strongly agree to strongly disagree. Table no.1 summarizes the responses to those statements, the original four-point scale viz. strongly agree, agree, disagree and strongly disagree has been collapsed into two: agree (made up of strongly agree and agree) and disagree (made up of strongly disagree), where NR represents the number of respondents and the symbol % indicates the per cent to these statements.

Table No.1
Teachers' Belief About Role play

S.N	Statements	Respondents degree of agreement			
		Agree		Disagree	
		NR	%	NR	%
1	Role play is an appropriate technique to teach English at secondary level	38	95	2	5
2	Role play gives learners more opportunities to speak English in the class	34	85	6	15
3	Students who work role play are more satisfied with their class	30	75	10	25
4	The course book we use encourages us to use role play	38	95	2	5
5	Role play increases learners' achievements in communication	36	90	4	10
6	Role play is an appropriate technique in large class	35	88	5	22
7	Learners who work in role play team learn more than those who work individually	36	90	4	10
8	Role play is an effective technique for dealing with mixed abilities students	30	75	10	25
9	Role play is relatively quick and easy to organize	34	85	6	15
10	Teachers of other subjects use role play in their class	4	10	36	90

The above table shows that the statements 1,4,5,7 received the highest level of agreement. Over 38 (95%) of the participants agreed that role play is an appropriate technique to teach English at secondary level and the course book we use encourages us to use role play, while 36(90%) of the total participants

agreed that “role play increases learners achievements” and “learners who work in pairs learn more than those who work individually”. Likewise, statements 6,8,2,9 got the second highest level of agreement i.e. 35(88%) of the total participant agreed that “role play is an appropriate technique in large class” and “role play is an effective technique for dealing with mixed abilities students”. While 34(85%) of the total participants agreed that “role play gives learners more opportunities to speak English in the class” and “role play is relatively quick and easy to organize”. Likewise, statement 3 got the third highest level of agreement i.e. 30(75%) of the total participants agreed that “Learners who work in role play are more satisfied with their class.” But statement 10 got the lowest level of agreement i.e. only 4(10%) of the total participants agreed that “Teachers of other subjects use role play in their class”.

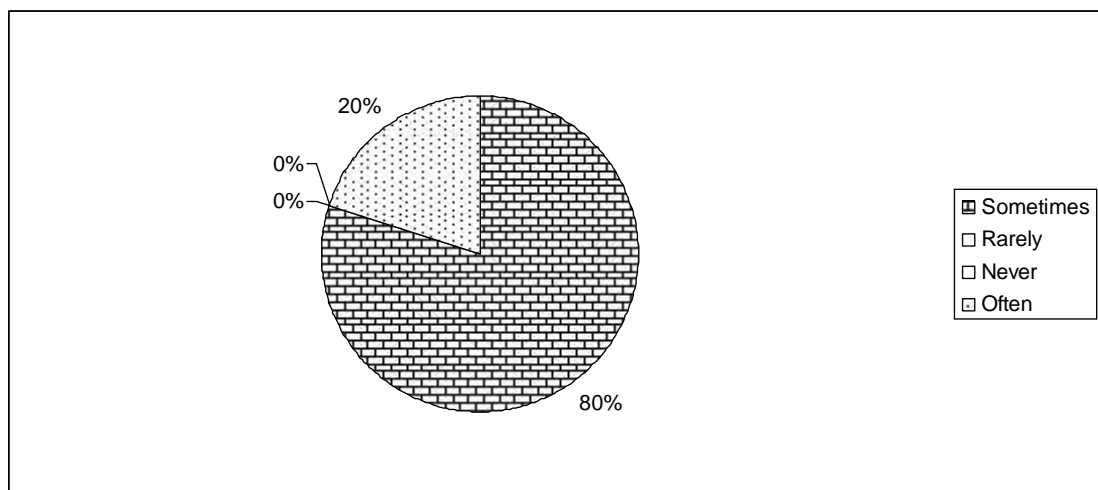
In terms of disagreement, the table shows statement 9 had the highest level of disagreement i.e. 36(90%) of the total participants disagreed that “teachers of other subjects use role play in their class”. Likewise statements 3,8,6 got the second highest level of disagreement i.e. 10(25%) of the total participants disagreed that “learners who work in role play are more satisfied with their class” and “role play is an effective technique for dealing with mixed abilities students” while 5(22%) of the total participants disagreed that “role play is an appropriate technique in large class”. In the same way, statements 2,9,5,7 got the third highest level of disagreement i.e. 6(15%) of the total participants disagreed that “role play gives learners more opportunities to speak English in the class” and “role play is relatively quick and easy to organize” while 4(10%) of the total participants disagreed that “role play increases learners’ achievements” and “Learners who work in role play learn more than those who work individually”. In addition, majority of the participants 2(5%) showed their negative beliefs on statements 1 and 4.

On the basis of this discussion, we can say that most of the participants have shown their positive beliefs on the use of role play technique. It can be said that most of the teachers believed on role play technique in their class.

4.2 Frequency of Using Role play

To look at whether the teachers repeat role played technique during their classes, in question no 11 and 12 of the set 'A' they were asked to respond to the question "How frequently do you use role play in your teaching?" There were four possible answers: often, sometimes, rarely and never. The responses obtained from them are presented below:

Figure No. 1
Frequency of Using Role play

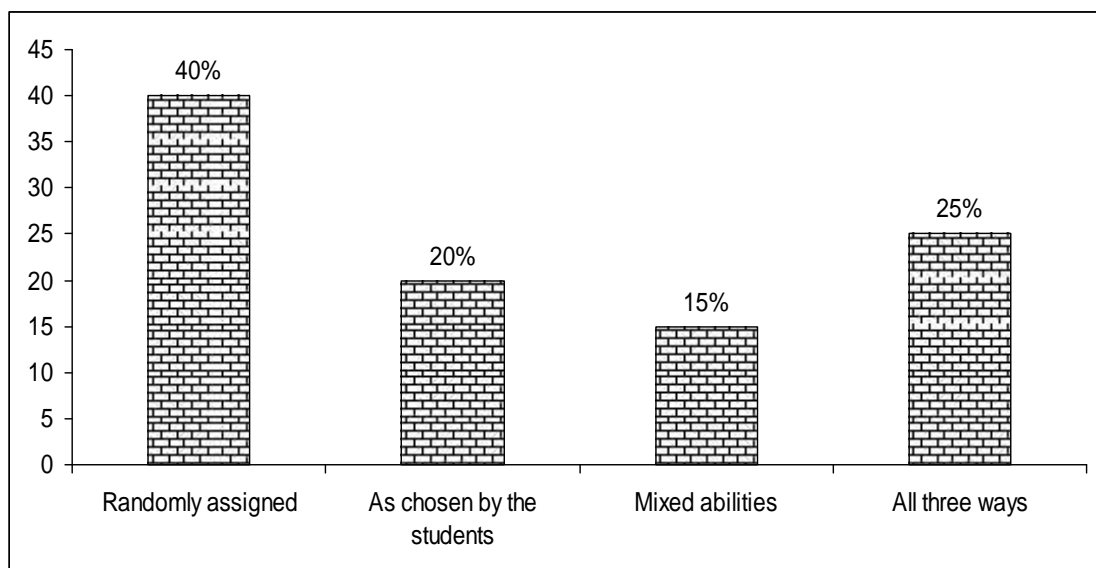


The above figure shows that 32(80%) of the total respondents said that they used role play sometimes in their classroom. The reminder 8(20%) respondents said that they used it often. No one responded rarely or never to this question. It shows that the teachers use role play at least sometimes. So it can be said that most of the teachers believe in using role play technique in their class. With this we can conclude that frequency of the use of role play in English language teaching at secondary level is appropriate.

4.3 Ways of Forming Role Play Team

The respondents were asked about the ways they prefer to form role play team which is related question no thirteen. They were given three options viz. let students choose their own role, randomly assign students to role or form mixed ability groups. The responses obtained from the participants have been presented in the following figure.

Figure No.2
Ways of Forming Role Play Team



Over 16(40%) of the total respondents said that they randomly assign students to form team or roles while 10(25%) replied that they use all three stages for forming role. Likewise, 8(20%) said that they let their students to choose their own role and remaining 6(15%) said that they use mixed ability groups.

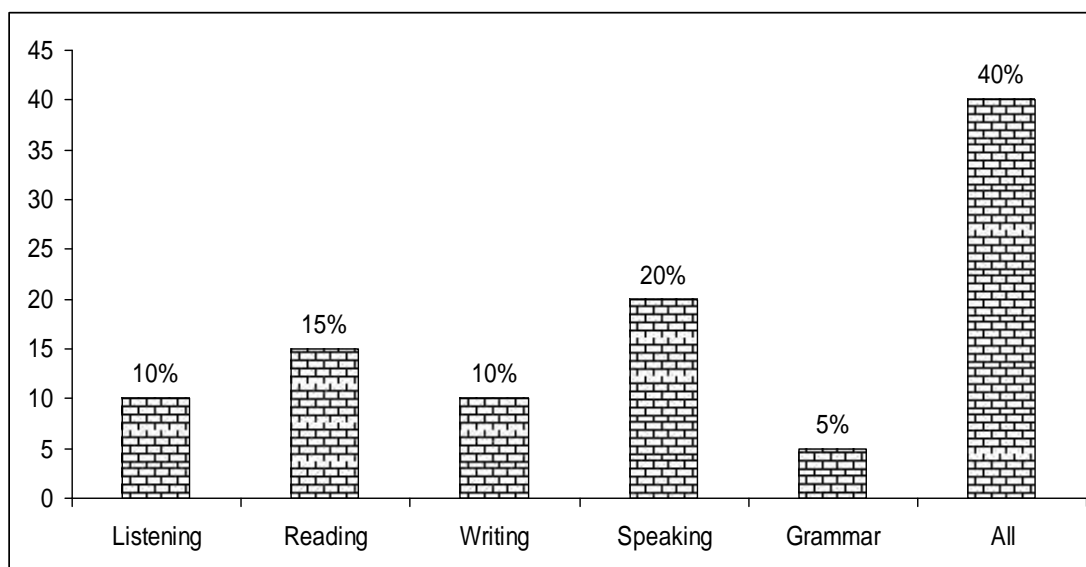
On the basis of obtained data, we come to the conclusion that very few teachers have been used mixed ability groups which is not best but role play is an effective technique for dealing with mixed abilities students.

4.4 Skills and Aspects Best Handled

To find out the preference of teachers to teach language skills and aspects by using role play technique in question no. 14 of the set 'A' they were asked to respond to the question "which of these skills and aspects can be best handled

by using role play?” The responses obtained from them have been presented in the following figure.

Figure No.3
Skills and Aspects best Handled by Using Role Play



The above figure shows that 16(40%) of the total respondents believed that all sorts of language skills and aspects can be best handled by using role play while 8(20%) of the total respondents believed that speaking can be best taught by using role play. Out of remaining 40 per cent, 6(15%) of the total respondents believed that reading can be taught by using role play and 4(10%) teachers believed that listening and writing. Other 2(5%) teachers believed that grammar can be best handled by using role play technique.

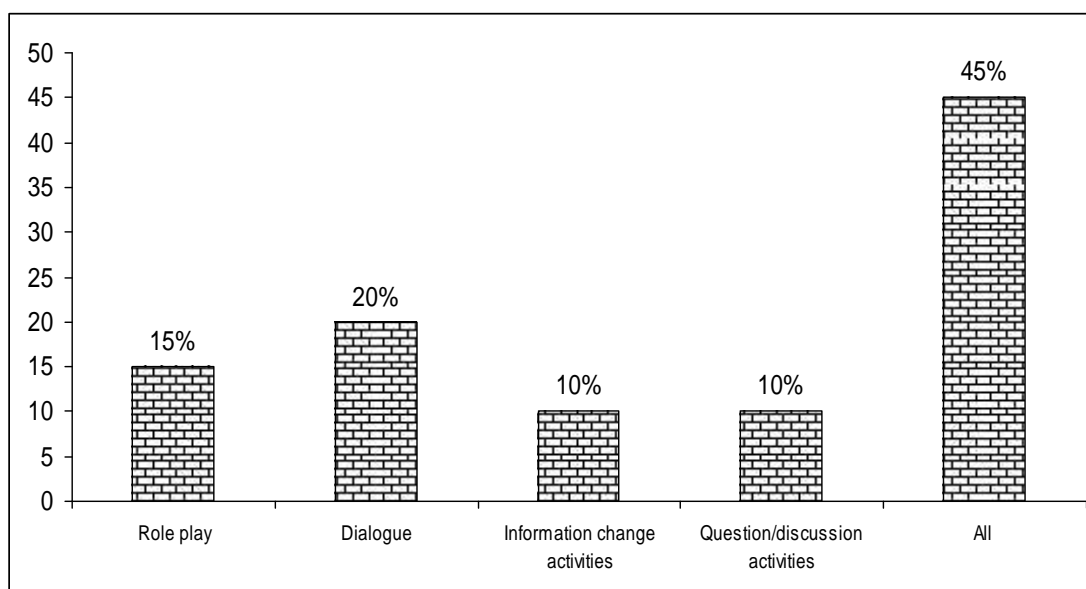
On the basis of obtained data, we come to the conclusion that teachers hold belief that all sorts of language skills and aspects can be taught by using role play technique.

4.5 Activities Best Handled by Using Role play

To find out the preference of teachers to teach language activities by using role play technique, in question no.15 of the set ‘A’; they were asked to respond to the question “which of these activities can be handed by using role play?” The

responses obtained from the participants have been presented in the following figure.

Figure No. 4
Activities Best Handled by Using Role play



The above figure shows that 18(45%) of the total respondents believed that all sorts of activities can be best handled by using role play technique. Likewise 8(20%) of the total respondents believed that dialogue drama story can be best taught by using role play. Out of remaining 14(35%), 6(15%) teachers believed that dialogue play can be the best activities in the role play technique while 4(10%) teachers believed that information change activities and questionnaire/discussion activities can be best handled activities while using role play technique.

On the basis of the above data, we can conclude that teachers believed all sorts of activities can be taught by using role play technique.

4.6 Effectiveness of Role play Technique

The respondents were provided with an opportunity to put their views about the effectiveness and suitability of role play technique to teach English at secondary level. In addition, they were also provided with a chance to clarify their views for both positive and negative responses. To find out whether the

teachers think role play technique is suitable for secondary level or not, they were asked to respond to the questions “Do you think role play is a suitable technique for this level?” and “Using role play in teaching process has effective role in teachers’ professional development?”

In first question of Group 'B' total respondents thought that it is an effective and a suitable technique for this level. The respondents who were in the favor of role play technique were asked the question “support your answer’ to clarify the reason. The similar responses obtained from them have been grouped together and listed below.

There were 7 teachers in group A.

Group A teachers said that students of this level who work in role are satisfied with their classes. They also add students who work in pairs learn more than those who learn individually and it provides students more opportunity to speak English in the class.

There were 8 teachers in group B.

Group B teachers said that weak and shy students learn more as they are allowed to talk and speak with their friends and students feel less anxiety when they are working with their friends by using this technique.

There were 5 teachers in group C.

Group C teachers said that the level of understanding of the students at this level with lecture and demonstrations techniques is not very high.

There were 3 teachers in group D.

Group D teachers said that this technique is suitable as it is an alternative way to make personal contact in crowded classes like ours.

There were 6 teachers in group E.

Group E teachers said that the exercises like providing direction, matching, classifying, solving problems and contents like language functions, guided writing, role play, information change activities etc which we find in the textbook of grade 9 or 10 required either group work or a role play technique to be practiced.

There were 7 teachers in group F.

Group F teachers said that it is a learner centered technique and the learners are to be made communicatively competent. So they should be given an opportunity to learning by doing, thus, this technique is suitable.

There were 4 teachers in group G.

Group G teachers said that the students of this level are responsible to learn by themselves and it can be perfectly used in teaching all language skills.

On the basis of these responses, we can say that role play technique is an appropriate technique at this level to conduct activities like providing direction, matching, classifying, solving problems, pair work, information change activities etc as the level of understanding of the students at this level is not supposed to be high. Moreover, it is also appropriate since the students of this level who plays role in pair are satisfied with their classes. It is also useful to deal with crowded classes where it is very difficult for a teacher to make personal contact in the class.

The respondents who did not agree with the effective use of role play technique to teach English at secondary level were provided with an opportunity to give their reason. There were only 4 teachers who did not support in using role play technique. They said that it is not suitable technique for this level. Other techniques are more suitable technique for this level such as lecture, question-answer demonstration etc. Role play technique is also time consuming technique and it disturbs to finish the course in time.

The above responses make us clear that the teachers have only theoretical knowledge of role play technique and they are poor to deal with specific problems. Some of the teachers are not capable of conducting role play technique to teach all types of contents and skills in all classroom situation, for different sizes of courses and all the time.

In the second question 35 of the total respondents believed that role play technique in teaching process has effective role in teachers' professional development. The respondents who were in the favour of role play technique were asked the question "support your answer" to clarify the reason. Some of the teachers said that teacher professional development is a process of becoming the best kind of teacher. It draws on the teachers' own inner resources for change. So the best kind of teacher always use different kind of teaching techniques and develop their teaching profession. Some other teachers said that profession requires different kinds of academic training and a formal qualification. Then it helps in using role play technique while teaching in the classroom. They also added teachers professional development includes training skill, self-discipline, self-regulation etc. So the teachers should apply these in the classroom and develop their teaching techniques.

Five of the total respondents did not clarify the reason. On the basis of these responses, we can say that using role play in teaching process has effective role in teachers' professional development.

4.7 Challenges in Using Role Play Technique

The respondents were provided with an opportunity to put their views about the challenges in using role play technique. They were also provided with a chance to clarify their views for both positive and negative responses. To find out the challenges of role play technique while teaching language in the classroom they were asked to respond the 4 questions such as question no.3,4,5,6 "Do the students understand the lesson clearly?", "Do you think using role play in teaching really helps to meet the objectives of the course?", "What are the

challenges you face while using role play technique?” and “If the students do not understand your instruction, what do you do?” respectively.

In the first question 36 of the total respondents believed that the students at this level understand the lesson clearly. The respondents who were in the favour of role play technique were asked to clarify the reason. The similar reasons obtained from them have been listed below:

-) Students get more opportunities to speak with teacher and their role. It encourages the students to learn.
-) They involve themselves in learning. It helps them understand the lesson clearly.
-) They are active in the classroom.
-) They can work and interact independently of the lesson.
-) Lesson becomes real and effective while using role play technique so it is not difficult to understand the lesson to the students.

On the basis of these responses, we can conclude that using role play in teaching process, all the students understand the lesson clearly. Role play is a way of increasing students’ participation and language use. It gives the students more opportunity to speak. It encourages students to help each other and share their ideas. Most of the teachers believed that the students understand the lesson clearly by using role play technique.

There are only 4 teachers who opposite this question. They said that only a few students understand the lesson clearly because the class is always noisy and funny, students are indisciplined. As a result students do not understand the lesson clearly.

On the basis of the above responses, we can conclude that the teachers have lack of training, they do not have practical knowledge to teach in the classroom.

Likewise, to find out the challenges of role play while teaching language in the classroom they were asked to respond the second question “Do you think using role play in teaching really help to meet the objectives of the course?” In this question all the respondents believed that using role play in teaching really helps to meet the objectives of the course. They further said that secondary level curriculum focuses to communicate fluently and accurately with other. They also add there are different exercises or activities given in the course related to role play. They said that most of the units/topics given in the book can be worked in role play and group. They further said that the English curriculum focuses on teaching and learning in the classroom should be learner-centered. Learners learn by doing and language learners learn to speak by speaking.

On the basis of these responses, we can say that role play in teaching really helps to meet the objectives of the course. Secondary level of English curriculum of Nepal also focuses on role play and group work and pair work techniques. It helps to communicate fluently and accurately with other English speakers.

In the same way, they were asked to respond to the third question “What are the challenges you face while using role play technique?” The responses obtained from them have been listed (repeated responses are not mentioned) below:

-) Large class.
-) Mixed abilities students.
-) Takes more time to manage.
-) It is difficult to observe all the students.
-) Shyness of students.
-) Influence from mother tongue such as Newari.
-) There may be too much noise and indiscipline.

On the basis of above mentioned responses given by the teachers, we can say that even though role play technique is a highly effective technique, there are also some challenges while using it.

Likewise, to find out the challenges of role play technique the respondents were asked to respond to the fourth question “If the students do not understand your instruction, what do you do?” Over 35 of the total respondents said if the students do not understand their instruction they use the Nepali language. Because it helps learners to understand what they are going to do. It is easy to make them clear.

Rest of the 5 teachers said that they act first and ask learners to the same way and teacher should give clear concept of the topic to the students.

On the basis of these responses, we can conclude that most of the teachers said that they use the Nepali language to give clear concept of the topic or if the students do not understand the instruction clearly. They are right to some extent because it is time consuming to explain the topic clearly in the target language. So it is easy-going technique. But 5 teachers are persistently in favor of using target language even if students do not understand. They opine that dramatization will be useful to make the concept clear.

4.8 Merits and Demerits of Role Play

Question 7 in set ‘B’ of the questionnaire requested the respondents to mention the important advantages of the role play technique. On the basis of their beliefs on the use of role play technique, they have mentioned the following advantages of it to teach English at secondary level.

-) Role play helps to motivate the students.
-) Students do not feel shy.
-) It develops cooperation and improves interpersonal skills.
-) It encourages students to use language with each other.
-) It can be used in teaching all language skills.

-) It makes students active.
-) It helps the students use English in the context.
-) Students can learn themselves.
-) It helps the teacher work more as a facilitator.
-) It increases the amount of students participation.

(Note: repeated responses are not mentioned above)

As the beliefs of teacher, the above mentioned points are the major advantages of role play technique. On the basis of above mentioned data, we can say the role play technique is an important technique which should be used at this level as the demand of classroom situation, topic, course, interest and understanding level of the learners.

But teachers had also shared some disadvantages of role play technique. Question 8 in set 'B' of the questionnaire requested them to mention the disadvantages of a role play technique. The responses obtained from them have been listed below:

-) There may be too much noise and indiscipline.
-) Students may use their mother tongue.
-) There is a problem of selecting role member.
-) There is a problem of classroom management.
-) It is not helpful for linguistically poor students.
-) The course gets incomplete in time.

(Note: repeated responses are not mentioned)

On the basis of above mentioned responses given by the respondents, we can claim that even though the role play technique undoubtedly a highly effective technique, there are also some weakness of it as other techniques in teaching English at this level.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATION

This chapter summarizes the whole study on the basis of the data analysis and interpretation done in the chapter four of this study. Then conclusion of the study is derived. And finally implications of the study are suggested for the further educational practice in the last section of the chapter.

5.1 Summary

A theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within data set. The beliefs of English teacher is qualitative and quantitative (mixed) type of study for analyzing, identifying the reports of the data.

In order to carry out this study the total secondary schools of Kathmandu valley were identified as the study population. Out of the total study population, 25 secondary schools, 40 secondary level English teacher were taken as a sample of the study using non-random judgmental sampling procedure. Questionnaire were the main tools for data collection. Those forty selected teachers were utilized to collect the data as the source. I made the questionnaire first for the respondents and then I sought the permission from the concerned authority and visited respondents I provided them questionnaire and received those questionnaire after week it took me 3 weeks to collect data. After collecting the questionnaire, I studied the responses of the respondents intensively. Then I described and interpreted the collected data using diagram, tables, pie-charts and simple means of statistics. I analyzed and interpreted the data under eight different headings namely, teacher's beliefs, frequency of using role play. Ways of storming role play tem, skills and aspects best handled, activities best handled, effectiveness of role play, challenges in using role play and merits and demerits of role play. And I reached at the following main findings:

- i) Teacher's had very positive beliefs about using role play and they used role play at least sometimes.
- ii) All sorts of language skills and aspects can be taught using role play techniques.
- iii) The teachers believed that role play provided the students more opportunities to speak and it encouraged students to help each other.

The whole study has been presented dividing into five different chapters. The first chapter, 'Introduction includes the background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, significance of the study, research questions, significance of the study and delimitations of the study. This chapter provides the picture of the context and necessitated the study, rational selecting behind the topic, problems that are to be answered in the study, purpose of the study, significance of the usefulness of the study and scope of the work to be performed.

In the second chapter, it was attempted to review the store house of knowledge or the theories which could guide the study. The previous works done in the department were reviewed applying the theories related to my topic. In this chapter It was tried to provide authenticity to the study by presenting theoretical literature, empirical literature and conceptual frameworks developed on the basis of the review.

The third chapter deals with the methods and procedure employed to conduct the study. It gives information about the design of the study, population and sample, sampling procedure, tools for data collection, procedure of data collection and data analysis and interpretation procedure. It attempts to lead the whole research study. Collected data are presented, analyzed and interpreted in the fourth chapter. It is divided in eight sections. Those sections presented and analyzed bar-diagram, pie-chart, table and summaries in points.

The last chapter summarize and concludes the whole study in the first two sections. And some implications are presented in the last section. The implications of the study are categorized under the policy level, practice level and for further research. This chapter is followed by references and appendices to make the study reliable valid and authentic.

5.2 Conclusion

Since the study was conducted to find out the beliefs of English teacher in using role play technique in classroom of secondary level. All the important information obtained from the respondents and analysis and interpretation of the information collected from forty respondents, I reached at the following conclusion.

- i. The teachers believed role play as an appropriate technique for secondary level. According to the number of teachers, it is an appropriate and important technique because the exercises like providing direction, matching, classifying, solving problems, story, drama, information change activities etc require role play technique to be practiced. Moreover, it is found that it is an appropriate technique to deal with crowded class where it is very difficult for a teacher to make personal contact in the class.
- ii. All sorts of language skills and aspects can be taught using role play technique.
- iii. It is found that some teachers have good theoretical knowledge of techniques but due to the lack of skills, practical knowledge and passive habit, they do not practise and prepare for conducting role play in the classroom.
- iv. The teachers believed that role play gives the students more opportunities to speak and it encourages students to help each other. It helps the students understand the lesson clearly.

- v. Even though role play technique is a highly effective technique, there are some challenges to the teachers while using it in the classroom.
- vi. In order to make the instruction of the topic/concept clear, Nepali language is found to be used by large number of teachers.
- vii. Though the majority of the respondents perceive role play as a highly effective technique, they also have internalized some demerits of it.

5.3 Implications

The present work is my sincere effort to present an account of research activities of the department of English education in a very systematic way. Since this is the analytical study its direct payback is to teaching and learning English. The main implications of the study for educational practice can be presented under the following three different levels.

5.3.1 Policy Level

Policy is the course of action of a government to systematize the activities of the people belonging to the particular field. It is the plan pursued by a government. In case of Nepal, many policies are made without adequate study. Due to the inadequate study, immediately after formulating policies they are compelled to change them. In this context the study done on the research. Exports of the English language teaching would be highly helpful for the policy makers of Nepal to formulate the policy related to education. The main implications in this level are:

- i) The policy makers of the country in the field of education in general and in the field of English language education in particular can utilize this study effectively.

- ii) Department of Education can take direct benefit from the study to achieve its goal in implementing different programs and planning.
- iii) It will be highly essential for curriculum development center for designing communicative curriculum, revise and improve the existing curriculum.

5.3.2 Practice Level

The implications of the research studies in the practical field or day to day life is categorized under practice level. The studies analyzed in the research are directly related to the practical field of the English language teaching.

Therefore, these would be very useful for the stakeholders of English language teaching. The practitioners of ELT such as teachers, textbook writers, material developers, curriculum developers, teachers who are teaching English at secondary level. The major implications of the study in practice level are:

1. Teachers who are teaching English at school level are assisted from the study to make the teaching and learning student centered.
2. It will be highly effective for English teacher trainer to provide practical and trainee centered training.
3. It will be helpful for the textbook writers to write the textbooks on the basis of communicative curriculum.
4. Instructional material producers can take benefit from this study to produce effective materials.

5.3.3 Further Research

The research was an attempt to identify the beliefs of English teachers in using role play technique in classroom. So this study has paved the way for further studies in language in general and in communicative language teaching in particular. The findings of this research can be picked up and researched by the interested researcher. To investigate something new in the field of communicative language teaching and student centered technique. Some of the implications of this study for further research are summarized in the following points.

1. Since this study has identified very positive belief about using role play further researcher can search for the usefulness of other communicative techniques.
2. Difficulty faced by the teachers in implementing role play technique in the context of Nepal can also be the topic for further researchers.
3. Which skills or aspects can be taught effectively using role play technique can also be another problem for the further interested researched in this field.
4. Similarly on the basis of this research further study can be done on teachers belief in using other student centered techniques, their appropriateness, relevancy, and practicality the context of Nepal.

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Appendix

Questionnaire

Dear Respondents,

You are requested to answer the following questions for my research study. The questionnaire given to you aims to find out Beliefs of English Teachers in Using Role Play Technique in Classroom. Please, read the questions carefully and give your views. You are free to answer them any way you like. Your responses will be used strictly for my research purpose only. All the information collected through the questionnaire will be kept confidential. It is hoped that your kindly co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

Siddharaj Bhatta

Name:

School:

Experience:

Tick the best answer:

14. Which of these skills can be best handed by using role play. Tick all that apply.

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. Grammar
- f. All

15. Which of these activities can be handed by using role play? Tick all that you apply.

- a. Role-plays ii. Dialogues
- b. Questionnaire/discussion activities
- c. Information-change activities
- d. If other mentions:
- e. All

Set 'B'

1. Do you think 'Role play' is a suitable technique for this level ?

i) Yes

ii) No

Support your answer

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2. Using Role play in teaching process has effective role in teachers' professional development ?

i) Yes

ii) No

Support your answer

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.....
.....

3. Do the Students understand the lesson clearly ?

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4. Do you think using role play in teaching really help to meet the objectives of the course ?

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5. What are the challenges you face while using role play technique ?

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6. If the students do not understand your instruction, what do you do ?

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7. Mention the important merits of role play technique.

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8. What can be the demerits of role play technique ?

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.....
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You are requested to answer the following questions for my research study. The questionnaire given to you aims to find out Beliefs of English Teachers Using Role Play Technique in Classroom. Please, read the questions carefully and give your views. You are free to answer them any way you like. Your responses will be used strictly for my research purpose only. All the information collected through the questionnaire will be kept confidential. I hope that your kindly co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

Siddharaj Bhatta

Name: Niroj Rijal

School: Shree Balkumari Secondary School (Kirtipur)

Experience: 13/14 years.

Tick the best answer:

8. Role play is an effective technique for dealing with the mixed ability students.
- i) Strongly agree ii) Agree
 iii) Disagree iv) Strongly disagree
9. Role play is relatively quick and easy to organize
- i) Strongly agree ii) Agree
 iii) Disagree iv) Strongly disagree
10. Teachers of other subjects use role play in their class.
- i) Strongly agree ii) Agree
 iii) Disagree iv) Strongly disagree
11. How frequently do you use role play in your teaching ?
- a. Often c. Rarely
 b. Sometimes d. Never
12. If you choose rarely or never use role play why? Tick the factor which you believe .
- a. I don't believe that role play is an important tool in teaching.
 b. I don't have any ideas about how to apply role play.
 c. Role play is too difficult for my students.
 d. Role play takes too much time in class.
13. Which of these ways do you usually use to form the role?
- a. Let students choose their own role.
 b. Randomly assign students to role.
 c. From mixed ability groups.
 d. Other, please mention.
14. Which of these skills can be best handled by using role play? Tick the factor which you believe apply.
- a. Listening d. Writing
 b. Speaking e. Grammar
 c. Reading f. All of the above

15. Which of these activities can be handled by using role play?
you apply.
- a. Pair work
 - b. Dialogue
 - c. Information-change activities
 - d. Questionnaire/discussion activities
 - e. All of the above
 - f. If other mentions

Set 'B'

1. Do you think 'Role play' is a suitable technique for this level ?

i) Yes

ii) No

Support your answer

Because students get opportunity watch, listen, speak and act which is much effective in language teaching.

2) Using Role play in teaching process has effective role in teachers' professional development ?

i) Yes

ii) No

Support your answer

Because facilitators are not only the instructors they are equally learners too.

3. Do the Students understand the lesson clearly ?

Yes, they learn and understand lesson more clearly because they get chance to learn by doing or

4. Do you think using role play in teaching really helps to meet the objectives of the course ?

Yes,

5. What are the challenges you face while using role play technique ?
- If students are not much competent they will be misguides.
 - lack of spacious class-room.
 - lack of materials needed for role play.

6. If the students do not understand your instruction, what do you do ?
- I use demonstration, pair-work, imitating, drilling like methods besides repeating.

7. Mention the important merits of role play technique.
- encourage students to be more active in the class for learning.
 - class becomes students' centered.

8. What can be the demerits of role play technique ?
- If students are not clear about the situation of the act and the role to be performed, classroom remains much noisy and output-less.

Appendix
Questionnaire

Dear Respondents,

You are requested to answer the following questions for my research study. The questionnaire given to you aims to find out Beliefs of English Teachers Using Role Play Technique in Classroom. Please, read the questions carefully and give your views. You are free to answer them any way you like. Your responses will be used strictly for my research purpose only. All the information collected through the questionnaire will be kept confidential. I hope that your kindly co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

Siddharaj Bhatta

Name: Lal Mani Joshi

School: Shree Shanti Vidyaashram H.S.S. L

Experience: 24 Yrs.

Tick the best answer:

Set 'A'

A. Please put on tick for each statement to give your view.

1. Role play is an appropriate technique to teach English at secondary level.
i) Strongly agree ii) Agree
iii) Disagree iv) Strongly disagree
2. Role play gives learners more opportunities to speak English in class.
i) Strongly agree ii) Agree
iii) Disagree iv) Strongly disagree
3. Students who learn with role play are more satisfied with their class.
i) Strongly agree ii) Agree
iii) Disagree iv) Strongly disagree
4. Role Play increases learners achievements in communication.
i) Strongly agree ii) Agree
iii) Disagree iv) Strongly disagree
5. The course book we use encourages us to use role play.
 i) Strongly agree ii) Agree
iii) Disagree iv) Strongly disagree
6. Role play is an appropriate technique in large class.
 i) Strongly agree ii) Agree
iii) Disagree iv) Strongly disagree
7. Learners who work in role play learn more than those who work individually.
i) Strongly agree ii) Agree
iii) Disagree iv) Strongly disagree

15. Which of these activities can be handled by using role play ? Tick all you apply.
- a. Pair work
 - b. Dialogue
 - c. Information-change activities
 - d. Questionnaire/discussion activities
 - e. All of the above
 - f. If other mentions

5. What are the challenges you face while using role play technique ?

- a. Varying level of performance among the students.
- b. Seats and their arrangement in the classroom.

6. If the students do not understand your instruction, what do you do ?

- I perform the role ^{myself} and let them know what and how they are supposed to perform.

7. Mention the important merits of role play technique.

- a. Lets the students have practice.
 - b. Supports the saying "I do, I observe".
- Pair work keeps the class lively and creative.

8. What can be the demerits of role play technique ?

- a. It may not support the students in writing.
- b. It may not be appropriate for all language functions.
- c. Average or below average students may not enjoy it.